

Convocation Lecture by Wayne Coy, Chairman  
Federal Communications Commission

## Second Annual Conference on Radio in Education

Indiana University

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I was delighted when you selected as the theme of this Second Annual Conference on Radio in Education "Radio and Education for the Democratic Way of Life." I cannot think of a more timely topic for exploration by the school administrators, teachers, broadcasters and public service groups attending the conference.

In view of the vast good that can be accomplished by greater teamwork between these two vital forces in our society, it is highly gratifying to note your interest in this problem. Indiana University is making a significant contribution by sponsoring such a conference.

I would like to review briefly some of the salient needs of both education and radio and then offer some suggestions as to what might be done.

We find that the educational system of America today is groaning from the stresses and strains caused by its unprecedented burden.

The plight of our schools is a familiar story to you people here. But it deserves to be better known outside the school circles.

The Citizens Federal Committee on Education tells us that millions of children are being taught by "inadequately prepared teachers and crowded into classes where they cannot hope to receive a reasonable amount of individual attention."

The Committee calls teachers' salaries "shamefully low." Some 100,000 of our teachers do not meet professional requirements.

In the five year period from 1942 to 1946 four million more babies were born than had been predicted by population experts. By the school year of 1953-54 there will be six million more children in the 5 to 17-year group than at present.

The U.S. Office of Education estimates that eight billion dollars will be needed to put elementary and secondary schools in first-class shape --- equal to the total amount now invested in these school properties.

Dr. Ralph McDonald, executive secretary of the National Education Association, describes the need for elementary teachers as "unbelievable". He points out that because of this critical teacher shortage, thousands of young elementary school children will receive an inferior education and be seriously handicapped in later life.

President John M. Eklund of the American Federation of Teachers asserts that "This nation faces the greatest crisis in the history of public education."

The predicament of the colleges and universities is also alarming.

According to the President's Commission on Higher Education, these institutions of higher learning in four years from now will need 100,000 more teachers and 23,000 more administrators.

The over-crowding of our colleges today is notorious.

Incidentally, it is interesting to note that close to half of the 2,350,000 college students of today are in college because of the G.I. Bill of Rights. Under a policy of "education as usual" most of these one million veterans would not be in college. They would be denied the benefits of college training.

If we look at the younger students -- the college students of normal age -- we find that they represent the same percentage of their age group as was represented in college 10 years ago.

Furthermore, there are at least 2,000,000 young men and women capable of meeting the requirements for a four-year college course who are not now attending college, and probably for the simple reason that they cannot afford it.

The President's Commission notes that although the growth in college attendance is encouraging, the "educational attainments of the American people are still substantially below what is necessary either for effective individual living or for the welfare of our society."

Dealing with the economic aspect it declares: "By allowing the opportunity for higher education to depend so largely on the individual's economic status, we are not only denying to millions of young people the chance in life to which they are entitled, we are also denying the nation a vast amount of potential leadership and potential social competence which it sorely needs."

The Commission recommends that the nation reverse the present trend toward raising tuition fees. It recommends that in publicly-owned institutions there be no tuition or other required fees for the 13th and 14th school years and that fees about the 14th year be reduced at the earliest possible moment to the level prevailing in 1939.

As to the cost of this, the President's Commission says: "There must be developed in this country the widespread realization that money expended for education is the wisest and soundest of investments in the national interest. The democratic community cannot tolerate a society based upon education for the well-to-do alone. If college opportunities are restricted to those in the higher-income brackets, the way is open to the creation and perpetuation of a class society which has no place in the American way of life."

The Commission asserts that colleges must accelerate the normally slow rate of social change which the educational system reflects. "We need to find new ways quickly," the Commission says "of making the understanding and vision of our most farsighted and sensitive citizens the common possession of all our people."

So despite the huge enrollments of today, it can be seen that our system of higher education is still far from adequate. That is if we accept the proposition that this nation in this day and age needs the largest number of college trained people it can get and furthermore that a college career is the due of every qualified young person under our current American standard of living.

Consider these disturbing facts -- consider them in the light of our much-vaunted American high standard of living:

Nineteen percent of our high school-age girls and boys are not attending school of any kind.

9 million adults have less than five years of schooling.

17 million have only six years or less.

This brings us face to face with the question of what our educational system is doing for the adult. In a recent Gallup poll more than two out of every five adults expressed a desire to attend classes and take some special courses for adults in some school or college. This adds up to more persons than all the children and youth enrolled in our schools and colleges.

The President's Commission on Higher Education has this to say on the problem of adult education:

"The present status of university extension service makes it painfully clear that the colleges and universities do not recognize adult education as their potentially greatest service to democratic society. It is pushed aside as something extraneous to the real business of the university....

"This state of affairs cannot be permitted to continue. The colleges and universities should elevate adult education to a position of equal importance with any other of their functions.

"The principal obstacle to acceptance of the program, nonetheless, is the limited concept that higher education still holds of its role in a free and democratic society."

One of our most important resources in adult education has been the public library. But we can take no comfort from the latest news from this front. The American Library Association reports that 70,000,000 Americans -- about one-half the population -- either have no library service or are only partially served. One out of every five counties in this nation has no public library at all. The figures for the rural areas are particularly depressing. Thirty-two million persons on farms and small villages do not have access to library facilities.

An educated and informed citizenry is certainly the basis of a democratic way of life. And yet these gaps I have cited, plus other deficiencies revealed to us from time to time point up how far we have to go. You cannot follow the public opinion polls without being struck by the number of citizens who are unfamiliar with important public questions.

Atomic energy is merely something that could blow us all off the earth, if we can't settle on a satisfactory method of control. Yet fifty-five percent of the people interviewed in January of this year said they had not heard nor read anything about the official American plan for international control of atomic energy -- often called the Baruch Plan. And 30 percent of those who had heard of the plan said they had no clear idea of it.

Then there's the Marshall Plan. That will cost the American taxpayer about five billion dollars the first 15 months of operation. And yet 36 percent of those interviewed said they had neither heard nor read about the plan.

Another example of how the truth can get crushed to earth is found in the public misunderstanding of many important aspects of our foreign policy.

Secretary of State Marshall recently issued a solemn warning to the American people to get the true facts before forming their judgments. He said:

"Ascertaining the facts cannot be done by mere superficial reading of a single newspaper or listening to your favorite radio broadcaster. There is so much confusion and at times special pleading that it is exceedingly difficult to get at the true facts."

And his distinguished predecessor, James F. Byrnes, in a recent address also took occasion to urge a greater understanding of the real nature of some of our wartime international commitments. He pointed out that since he had taken no active part in the making of these agreements, he felt no compulsion to defend them. Listening to Mr. Byrnes we get quite a different picture than the one that is so frequently painted for us in these later times. Here are some of the things he had to say:

"Undoubtedly the agreements were not perfect. But it is a grotesque distortion to picture these agreements on our part as the naive action of President Roosevelt trying to play the part of Santa Claus....."

"There was nothing wrong with the Yalta agreement. The trouble was that the Soviet Government later made a mockery of the agreement...."

"To be fair in passing upon the wisdom of these agreements, we must consider the circumstances as they were appraised by our military advisers at the time and not the circumstances as they developed after the Nazi collapse...."

"Had an invasion of Japan been necessary and had the war with Japan continued for six months, it is probable that the Soviet Union would have been in practical possession of virtually all the rights accorded to it under the Yalta agreement. Had those contingencies occurred and had there been no agreement, it is almost certain that the Soviet Union would have claimed greater rights than those promised to her...."

"Churchill and Roosevelt had to rely on their military advisers. Those advisers based their recommendations on their foresight. Today the critics base their criticisms on their hindsight."

"A realistic conclusion is that the war agreements gave the Soviet Union very little that they were not in a position to take without agreement."

These gaps in the public's knowledge call for a better job of informational work by all the other agencies involved -- the press, the radio industry, the government, the societies and foundations.

But I do not think that any agency has a greater responsibility or a greater right to be adequately equipped for the job than our educational system.

All these problems, the over-crowding of our schools, the teacher shortage, the unprecedented demand for all types of education and training, the deficiencies of our libraries, the informational requirements involved in our position of world leadership, all these problems constitute grave challenges to the educators of America.

They are challenges to everyone engaged in the expression arts.

Even if we were not confronted by these abnormal problems arising out of war, American education would still be remiss if it did not seek newer and more effective techniques. Even without a war the world moves forward and education must also move forward or fall behind.

Under the stern necessity of war, our industrial processes were stepped up many times over through the use of exciting new inventions and techniques. In this post-war era, industry is continuing that war-born progress.

If you could spend a day at the Federal Communications Commission, I can assure you that you would quickly appreciate the extent to which industry is attempting to utilize every advance in the field of electronics.

Confronted by its post-war crisis, American education is fortunate in having at hand this technological aid -- one of the most powerful educational tools ever developed.

But, I regret to say, education, unlike industry has failed to convert. It has failed to equip itself with the new tools needed to cope with conditions of a new day. It is clinging to the oldways of old days.

With the ending of the war, radio communication has been developed by its many former users and by many new users on a vast, unheard-of scale.

But not by the field of education.

After all these years radio is still the Dark Continent of American education.

Look for a moment at the great race to establish new stations in the field of broadcasting -- a race in which education has been left at the barrier.

When the war ended, America had fewer than 1000 standard stations. Today we have more than double that number -- 2000 stations either completed or a-building. And there are 600 applications pending.

The end of the war found us with 48 FM stations. Today we have 1400 in operation or under construction.

We had only six television stations. Today, despite the tremendous investment involved, we have 30 television stations on the air. We have 100 more under construction and we have applications pending for 300 more.

Railroads are converting to radio communications. Taxicabs are converting to radio. Public utilities are converting to radio. Buslines, truck lines, doctors' autos, delivery trucks, private autos are being equipped with radio.

We are in the midst of a communication revolution.

Educators are among our chief communicators.

In that revolution they should be marching in their rightful place at the head of the column. Instead they are the stragglers.

Educators have a three-fold duty in our society.

1. To provide a more effective, more imaginative, more zestful education for those now in our schools and colleges.

2. To reach those who cannot go to college.

3. To provide a continuing educational opportunity for those who have left college.

Now let us see how radio can help the American educator to achieve these goals of a more abundant education for all of us.

The potentialities of radio as a tool for the educator are so generally conceded that it seems unnecessary to labor the point here. Still, we are faced with the chilling fact that that tool is largely unused by the nation's educators.

Every fact of our times cries for the immediate and widespread utilization of this electronic magic for education -- the unprecedented enrollments, the shortage of teachers, the shortage of physical facilities, the demand for adult education, is the insistent and complex nature of the problems of modern life.

Industrial plants, transportation systems, agricultural projects, public utilities, police systems, conservation agencies -- all are utilizing radio for communication on an ever-increasing scale for efficiency and economy.

Why should the field of education lag behind in modernizing its methods with the aid of radio? Radio will not only magnify the educator's effectiveness; it can mean an actual dollars and cents savings in tax money.

Radio can enable our educational institutions to educate more effectively, more quickly, more cheaply.

It is high time that educators and boards of education and our university trustees all over the nation avail themselves of one of the most potent forces ever given to mankind.

A beginning has already been made. This beginning, small as it is compared to the ultimate potential, has amply demonstrated the unique power of radio to speed the educational process.

I am going to discuss the four types of broadcasting by educational institutions. But first I want to urge you educators to make the fullest possible use of the regular commercial broadcast service. American radio stations are licensed to serve in the public interest. The Commission has consistently held that stations must include a reasonable amount of program material of a broadly educational nature in order to serve the public interest.

There are many splendid examples of fruitful cooperation between schools and commercial broadcast stations.

WHAS in Louisville, Kentucky, is making radio history by cooperating with the University of Louisville to broadcast the first college course for credit ever offered by any standard commercial station.

There is a school that will never suffer from over-crowding. That professor's class can double, triple, increase a million-fold, or go up to 50,000,000 listeners and he can reach them all as easily as he does a handful of students in a little classroom.

There will be no wear and tear on the campus. No light bills. No coal bills. No living accommodations for students.

Here, education takes the electronic highway to the homes of the people.

I sincerely hope that commercial broadcasters and educators everywhere will follow this experiment closely and try to duplicate it wherever feasible.

This is a notable first for WHAS and for the University of Louisville. It is radio-educational pioneering of a high order.

The plan of NBC for a nationwide college-by-radio project is a bold approach to the adult education problem.

I wish also to compliment Indiana University on its "Indiana School of the Sky" series that was broadcast over 12 commercial stations for 30 weeks to the elementary schools last school term. I understand that this coming term you plan to broadcast to high schools also. The stations cooperating in this enterprise are performing a highly useful service in return for their use of a publicly-owned radio frequency.

Educators should consult with their local radio stations and work out arrangements that will be mutually profitable. In seeking the aid of such stations, educators must of course be prepared to adapt themselves to the proven broadcasting techniques.

Now that is asking something extra of the educator -- but not too much. I say that because my observation has always been that a college professor who is dry, dull, rambling and uninspiring over the air is apt to be just as deadly in the classroom. And conversely, if he learns how to sell his line over the radio, he is going to be a lot better performer in the classroom.

Every schoolroom in America should be equipped with its own radio set. It should be freely integrated with classroom work as a major educational tool. As soon as television becomes available in a community, every schoolroom should be equipped with a television screen -- the electronic blackboard of the future.

Besides the classroom use of radio, educators can help to guide the students' use of radio in the home.

This wider, more intelligent use of commercial radio is a joint responsibility of the broadcaster and the educator.

But because there are limits to what the commercial broadcaster can do in the field of education, a vast area of opportunity is open to the radio station operated directly by the educational institutions.

Education was a leader in the field of broadcasting in the early days of the art.

Education abdicated that leadership.

The question arises: Can or should commercial broadcasting shoulder the responsibility that education has rejected?

The answer is no.

Commercial radio has a long way to go before it realizes its full potentialities as an educational force in this country. But even if it did a far better job than it is now doing, it would still not take the place of non-commercial educational radio.

We have every right to expect that commercial radio shall supplement and provide stimulus and inspiration for formal education.

But education is still primarily the business of the professional educator.

First, let us see how educators have availed themselves of the past opportunities to set up their own standard broadcast stations. The story of educational radio in standard broadcasting is mostly a story of lost opportunities. In the early days, schools loomed large among the pioneers. But as programs of the commercial stations became more elaborate, the schools failed to keep pace. Many surrendered their licenses. Today, only 34 standard stations are operated by educational institutions. Of these, nine sell time. That compares with 2000 stations operated by commercial interests.

As time went on and educational leaders realized what great power had slipped through their fingers, there was much pedagogical breast-beating and remorse throughout the land.

By the time of the Commission's frequency allocation hearings in 1944, the educators were well organized and presented an impressive case.

The American Association of State Universities, the American Association of Teachers Colleges, the National Education Association, the U. S. Office of Education and various state organizations and individuals testified as to the desire and need for educational stations. Plans were outlined for statewide networks.

The result was that the Commission was induced to give education its second chance in radio. That chance was in the new static-free, high-fidelity FM band. The Commission allocated 20 channels for the Non-commercial educational FM service -- enough to provide for at least 800 stations.

There was general rejoicing. But looking at the progress that has been made up to date -- four years later -- I am frankly disappointed and more than a little worried.

There are now only 17 non-commercial educational FM stations in operation. Ten more are under construction. There are only 4 applications pending.

I realize fully the unusual difficulties that face educational institutions -- especially tax-supported institutions. Because of the novelty of this educational tool, a considerable campaign of education is required to inform the taxpayers, the legislatures, the schoolboards of the possibilities of this new approach.

Moreover the great bulk of our educators themselves are trained in the old way of teaching. The use of radio makes strange new demands on the teaching profession.

All these obstacles must be overcome.

In view of the possibility of 800 stations and state and regional networks, we can see that we are hardly on the threshold of non-commercial educational FM radio. There are unlimited opportunities ahead. The conspicuous success of some of the stations already in operation should be an incentive to all other school systems elsewhere.

The growth of commercial FM broadcasting is resulting in an increasing distribution of FM receiving sets. Audiences are being created for educational broadcasting.

I must point out here that radio channels are too valuable to be left in idleness. If educators fail to utilize them, they will have lost their second and perhaps last chance to own and operate their own radio stations.

The scarcity of radio channels is a stern fact of radio.

If education should lose out in FM it will also lose its chance for facsimile broadcasting.

Facsimile travels over FM channels. Facsimile broadcasting makes possible the electronic newspaper, the electronic textbook. This type of broadcasting was recently established by the Commission as a regular commercial service. We cannot foresee now just how rapidly or extensively this service will develop. But its enthusiasts envision the day when facsimile will serve in scores of ways as an electronic printing press. Printed text would be sent into the homes to accompany oral instructions. Maps, photographs, charts, instructional guides, musical scores -- all sorts of informational matter would be sent over the FM channels.

But the educational institution that delays too long and wakes up some fine day to find all the educational FM channels in its area gone will also be foreclosed from using this electronic printing press.

To lose these opportunities would be a sad commentary on the American educator's ability to adapt himself to changing conditions. May he remind himself of the fate of the dinosaur and the pterodactyl.

The school system without radio must go the way of the little Red School House.

The educator who turns to radio to extend his powers will find receptive audiences. Millions of children are waiting to be stimulated and inspired by the exciting techniques of educational broadcasting. Millions of grown-ups can be added to the already large ranks seeking adult education. Large segments of the general public are eager for the broad cultural programs that non-commercial educational FM stations will carry.

And now let us consider the old saw "Great oaks from little acorns grow." We are having an opportunity to see how that works out in the next two classes of educational radio that I want to discuss here tonight.

The first is of particular interest to those school systems that have been considering a full-sized FM station but have neither the money nor the staff resources to make the plunge just yet.

Syracuse University has pointed the way. For more than a year, Syracuse has been broadcasting an effective well-rounded program service over a two-and-a-half watt FM transmitter. It covers a three mile area around the campus with a satisfactory signal. That community includes 13,000 students and perhaps as many regular Syracuse residents. All of them have a keen interest in campus activities and this station gives them a specialized service that they find interesting and profitable. The station schedules campus news, forum programs, lectures, campus sports events. About 25 percent of its time is given over to serious music.

Besides rendering a welcome service to the students and to the other residents of the campus community, this station provides a splendid training center for various radio courses conducted by the University. Many schools already have radio courses but since we can only learn by doing, a broadcasting station of this kind provides indispensable experience.

The transmitter for this type station can be installed for around \$2,500 and when the school finds it desirable and possible to establish a full-size station in the regular Non-Commercial Educational FM service, it can do so by adding onto its present transmitter.

This midget Syracuse University FM station has been operating on an experimental license. Now the Federal Communications Commission has issued a proposal to amend its rules and regulations to permit such broadcasting with power of 10 watts or less as one of our established services. This type of operation has the backing of the United States Office of Education.

I am glad to note that one of our Indiana schools -- DePauw University has already applied for a construction permit.

The Commission believes that this low-power type of station will not only make possible a highly desirable service in hundreds of school systems over the country but will provide a significant impetus toward the establishment of the full power Non-Commercial Educational FM stations.

The Commission will make a final decision on this matter in the very near future. I urge you to watch for it and to investigate fully the possibilities of this service for your school.

We come now to still another type of low-power broadcasting. This is the so-called "wired wireless", "wired radio", "Carrier current radio", or "power casting". It is also affectionately known as "gas pipe radio". In some instances the signal is sent over steam pipes or even the metal framework of buildings. Most systems however utilize the electric light wires.

Thirty colleges are now using this low-power AM (Amplitude Modulation) type of broadcasting.

In addition, some 50 other colleges are building or planning to build such systems.

They are banded together in the Inter-Collegiate Broadcasting System.

The programs are received only in the buildings housing the students. They are received over an ordinary AM receiving set. Since AM sets are widely distributed the programs can be widely received.

The Inter-Collegiate Broadcasting System cites these advantages for the type of operation:

1. Since only students are reached, the student management of a station is adequate.

2. The installation expense is small.

3. The experience given to the students can be as complete as it would be in the case of a standard broadcast station.

Most of these stations carry advertising, but they are operated on a non-profit basis.

The enthusiasts for this type of station also point out that it has opportunity for unlimited experimentation.

The cost of a station of this type ranges from \$1,000 to \$4,000.

While it is not now necessary to obtain a license from the FCC to operate these stations, they are still required to conform to certain technical requirements. They must not interfere with other types of radio communication. If they

should interfere, they could cause dangerous interference to aviation radio, police radio, railroad radio and other safety radio services. A severe penalty is provided for this type of interference. The Commission is now considering a revision of its low-power rules with a view to prescribing even more stringent regulations. All those contemplating low-power operation are advised to become familiar with our rules.

I wish to say that we have had excellent cooperation in this matter from the Intercollegiate Broadcasting System.

Needless to say, the school that doesn't make a start in aural radio can scarcely be expected to be ready to venture into the most powerful of all forms of broadcasting -- television. Purdue University and Iowa State University are now operating experimental television stations.

No television channels are now reserved specifically for non-commercial educational use, although they are welcome to apply for regular commercial channels.

On September 20th the Commission will hold a public hearing to obtain full information concerning a proposal for the use of the upstairs television ban -- from 475 to 890 megacycles. I urge educators to participate in this hearing and to present their claims for the reservation of channels for non-commercial educational purposes.

In any event, educators should be doing some serious thinking on the utilization of television -- which holds immense possibilities for the teaching process.

This review of the status of the four types of broadcasting conducted by educational institutions illustrates what immense opportunities are at hand and what little progress has been made toward realizing these opportunities.

I know that the immediate concern of this conference is with the techniques of educational broadcasting. There is much to be done in that field.

I know, too, that the final decision as to whether your schools are to establish radio stations of their own may not be in your hands. But the responsibility for initiating steps to start such stations does rest with all of you. Unless you see the need and understand the implications of radio, nothing will be accomplished. It is up to you to act as missionaries.

Our boards of trustees and our boards of education must understand this problem as you do. It will be your task to teach them. And in turn they must educate the legislators and the taxpayers so that the money will be forthcoming.

This problem was foreseen a long time ago by Luke when he wrote as follows in the New Testament: "Which of you, intending to build a tower, setteth not down first, and counteth the cost, whether he have sufficient to finish it."

We must have a general campaign of education to teach the dollars and cents savings in our tax money that can be achieved through the use of this modern method of communication. We cannot afford not to use radio to break education's production log jam.

In the large cities, a Board of Education station can weld all the scattered schools into a centralized school.

Radio makes it possible for an elementary school system to make the services of a few highly-specialized and skilled teachers available to classes-in scores of buildings scattered over a large city. The less highly-trained classroom teachers

can supplement the radio programs with many types of visual aids. This is in effect a crude form of television. This is real dollars and cents economy -- not just an illusory economy parading as cut-rate education.

Perhaps some schoolboards and some legislators have been reluctant to provide money for school broadcasting because of the juke box quality of much radio programming. Perhaps they have been conditioned to regard radio as too frivolous a medium for so serious a subject as education.

The topics of the sessions that you are having here at this conference should be ample testimony to the progress you are making in the techniques of utilizing radio for higher purposes than boogie-woogie, jive, jazz, bebop, soap opera, give-away programs and horror stories for kiddies.

Improvement in technique is highly important but only if you have access to a microphone. Educators should no longer be content with the crumbs of time that fall from the table of commercial broadcasting. They should bestir themselves to get a table of their own.

When our educators, trained in subtle arts of broadcasting as you are studying them here, take their rightful places at the microphones of the non-commercial educational stations, they will be taking education to the people. They will enter the homes, offices, taverns, autos, airplanes -- even the busses and trolleys. They will become familiar and welcome visitors.

They will play a more dominant and a more intimate role in the life of the people of their community. This will make for better understanding between town and gown. This will be a public relations venture that will bear fruit in many ways. For example, when the citizen goes to the polls to vote on a tax levy he may be inclined to remember the school as a host of friendly, helpful counsellors instead of a remote, impersonal institution.

The ivory tower must make way for the radio tower.

Speed up and energize your classroom work with your own station. And use the station to share your specialized knowledge, your teaching skill with the thousands and the millions beyond your campus. End your isolation from the main stream of the life of your community and your nation. That is the way to leadership in modern America for education and educators.

This is the road to that greater equality in education that has ever been one of America's brightest dreams.

A radio-minded public and a radio-minded generation of students await the radio-minded educator.

An increasing number of colleges are now offering radio courses and holding conferences on radio techniques. While this is all to the good, I would like to see more aggressive action toward establishment of educational stations. Otherwise, I think that many of you will find yourselves hanging your clothes on a hickory stick but never being able to get in the swim.

The building of a radio station rates your No. 1 priority.

The Ordinance of 1787 governing the Northwest Territory out of which Indiana was created, one of the most enlightened acts of its kind ever written, provided that schools and the means of education should be forever encouraged.

We would not be true to the high hopes of these founders if we did not encourage this new means of education.

I realize that it is presumptuous to suggest a new task to the nation's educators who are already struggling so magnificently with their Gargantuan post-war burden. However, we all know the truth of the old saying: "If you want something done, ask a busy man."

Also, I would be derelict in my duty if I did not warn you that the FM radio channels now reserved cannot be held in idleness indefinitely.

At the risk of being tedious I must plead that the professor not become absent-minded regarding radio.

Education's pedestrian pace is an anachronism in a supersonic age.

We should have state-wide, regional and nation-wide educational networks.

We should have far-flung radio colleges with the faculties composed of the cream of our teaching staffs.

Radio, fully and competently used, should put American education 25 years ahead of its present timetable.

I also wish to offer my assurance that the Federal Communications Commission will do everything in its power to help you take educational broadcasting out of the dream stage and make it an actuality.

We are living in a time of danger.

We are today confronted with a new penalty for mass ignorance, for bumbling and fumbling. That penalty is extermination.

The atom bomb is the death's head at our table.

We can take small comfort from Professor Toynbee's reminder that 21 other civilizations have in turn preceded us into oblivion. We can take small comfort from his speculation that in the event of an atomic war, the only survivors will be the Africian Pygmies or the higher insects.

And while we go about our daily tasks hoping against hope that the bomb won't go off, we are confronted by the other horn of our dilemma -- the use of atomic energy for peacetime purposes.

All this staggering responsibility falls upon a people that in the simpler days of the gasoline engine and the electric dynamo could not educate effectively enough to save our economy from the worst industrial depression in history.

This burden falls upon a people that could not educate effectively enough to organize for peace and thereby save the world from the most devastating war in history.

Preparing this nation for peace or war makes new demands on the boldness, imagination and vision of the American educator.

May the mighty mechanism of radio broadcasting be employed to make our education more effective in the future.

May American education with the help of radio at length come into its own.

Scanned from the National Association of Educational Broadcasters Records  
at the Wisconsin Historical Society as part of  
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



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